Psych. 6340
Consultation in the Schools
Summer-2015 Syllabus
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Course Overview:
The use of Collaboration and Consultation in the schools is a key skill for a successful school counselor. As a team of Teachers, Parents, Counselors and the student work together they can overcome challenges and obstacles. This course will discuss methods and techniques to help these teams be effective.

Course Objectives: Psychology 6340:
Consultation in the Schools presents instruction aimed at providing students with an understanding of School-based Consultation, the history and purpose of Consultation, and Consultation’s use in the school.

Grading Overview:
PLEASE TAKE NOTE! All assignments are due before class starts on the due date. Late assignments lose 20% for each week they are late. Tests must be taken at the scheduled time. (Emergencies can be taken into account.) This is an overview. All assignments are explained in more detail at the end of this syllabus.

Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
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<tr>
<td>90-93</td>
<td>A-</td>
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<tr>
<td>87-89</td>
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<td>84-86</td>
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<td>80-83</td>
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<td>77-79</td>
<td>C+</td>
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<td>74-76</td>
<td>C</td>
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<tr>
<td>70-73</td>
<td>C-</td>
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<tr>
<td>Below a 70%</td>
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Below a C- is unheard of in my class if you attend and participate.
Course Objectives:

1. Examine the historical development of consultation, major models of consultation and stages of consultation.

2. Discuss counseling program components as they relate to the total school community, including: coordination, collaboration, referral, and team-building efforts with teachers, administration, support personnel, parents and community resources. All consultation efforts will be designed to facilitate the successful development and achievement of all students, including those from socially and culturally diverse backgrounds.

3. Learn about the strategies necessary to promote constructive partnerships with parents, guardians, families and communities to promote students’ academic, personal/social and career development success.

4. Examine system theories and relationships among community, family and school systems and the ability to positively impact those systems in order to contribute to student success.

5. Explore the strategies needed to promote, develop and enhance effective consultation within the school and the larger school community.

6. Learn how to implement effective models and processes of consultation and change with teachers, administrators, other school personnel, parents/guardians, families, community groups and agencies, and students (as appropriate).

7. Develop strategies and methods of working with the various school community entities to empower all to act on behalf of their students.

8. Develop effective strategies to educate the school community (both internal and external) about the characteristics and benefits of comprehensive guidance programs through in-service and other types of training.

9. Discuss the implementation of technology that will both enhance and further the consultation process with all of the school community (both internal and external).

10. Discuss ethical and legal considerations as related to the consultation process.

Expectations:

1- Be here! Tests will be based on in class discussions as well as reading. (Which brings us to #2)
2- Read the assignment before class (not during)
3- Participate in the discussion. You are graded by participation
4- Correct/Contradict me if necessary. Divergent opinions are the heart of Counseling.
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings Due</th>
<th>Assignment given</th>
<th>Assignment Due</th>
<th>Points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2, 2015</td>
<td>Week #1 In-Class Readings</td>
<td>Personal Genogram (Due 7/9/15) Sphere of Influence (Due 7/9/15) Counselor/Teacher Interview (Due 8/6/15) Final Group Presentation (Due 8/6/15)</td>
<td>None</td>
<td>NA</td>
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<tr>
<td>July 9, 2015 Camille O’Dell during Dinner</td>
<td>Week #2 Readings (20 pts.)</td>
<td>Soft Skills Video Assignment (Due 7/16/15) PTA Compare/Contrast Paper (Due 7/16/15) What are my Biases? (Due 7/16/15)</td>
<td>Personal Genogram Sphere of Influence</td>
<td>50/50</td>
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<td>July 23, 2015</td>
<td>Week #4 Readings (20 pts.)</td>
<td>Take Home Test #1 (Due 7/30/15)</td>
<td>Consultation Process Paper #1 What is RTI? John Hattie Paper</td>
<td>50/50/100</td>
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<tr>
<td>July 30, 2015</td>
<td>Week #5 Readings (20 pts.)</td>
<td>Finding Help in the Community (Due 8/6/15) Social Norms Assignment (Due 8/6/15)</td>
<td>Take Home Test #1</td>
<td>100</td>
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<td>Aug. 6, 2015</td>
<td>Week #6 Readings (20 pts.)</td>
<td>What I learned from Carnegie (Due 8/13/15) Consultation Process Paper #2 (Due 8/13/15)</td>
<td>Finding Help in the Community Social Norms Assignment Counselor/Teacher Interview Final Group Presentation</td>
<td>50/50/100/200</td>
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<td>Aug. 13, 2015</td>
<td>Week #7 Readings (10 pts.)</td>
<td>What I learned from Carnegie Consultation Process Paper #2 Final Exam</td>
<td>50/50/100</td>
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Reading Assignments

Week #1 During Class July 2, 2015-What is the Business of Our Business?
  Carnegie –Fundamental Techniques on Handling People Intro pg. xiii-xxv
  Buffman et al.-Simplifying Response to Intervention Chap. 1 pg. 1-14
  Cognitive Dissonance by Thomas Wiltbank

Week #2 due July 9, 2015-Do You Believe?
  Carnegie –Fundamental Techniques on Handling People Part 1 pg. 3-50
  Buffman et al.-Simplifying Response to Intervention Chapter 2 pg. 15-30

Week #3 due July 16, 2015-The Best Intervention is Prevention
  Carnegie—Six Ways to Make People Like You Part 2 pg. 51-112
  Buffman et al.-Simplifying Response to Intervention Chapter 3/4 pg. 31-76
  Working with Students in Poverty by Ruby K Payne
  How to Create a Career Networking System by Linda Wilson

Week #4 due July 23, 2015-Are You Looking in the Mirror or out the Window?
  Carnegie—How to Win People to Your Way of Thinking Part 3 pg. 113-201
  Buffman et al.-Simplifying Response to Intervention Chapter 5 pg. 77-128
  Stop Programming Robots by Eric Chester ACTE Magazine May 2012 pg. 18
  Learning to Dance in the Rain by Valerie Ross USCA Magazine Winter 2012 pg. 6

Week #5 due July 30, 2015-What if They Don’t Get It
  Carnegie—Be A Leader Part 4 pg. 203-249
  Buffman et al.-Simplifying Response to Intervention Chapter 6 pg. 129-158
  Reaching Out to Diverse Populations by Chris Ferguson

Week #6 due Aug 5, 2015-Not Louder and Slower
  Buffman et al.-Simplifying Response to Intervention Chapter 7 pg. 159-190
  College Choice and Diversity by Patricia McDonough
  Practical and Effective Networking by Patricia Mabrouk

Week #7 due Aug. 13, 2015-Stop Treating Symptoms
  Buffman et al.-Simplifying Response to Intervention Epilogue pg. 191-198
Summary of Assignments:

**Reading:**
Read each week and prepare for discussion.
20 pts. each week, based on Self-Evaluation

**Personal Genogram: Due (7/9/15)**
Create a personal/influence Genogram. With you in the Center, who do you influence? Who influence you? This should include all areas of your life; personal, professional, ecclesiastical, etc. Talk to 4 people on your genogram (2 that you influence and 2 that influence you.) Where does the influence come from or go to? Write 1 paragraph on what you learned.

**Sphere of Influence: (Due 7/9/15)**
Name 3 people that have had a major influence in your life (positive or negative.)
Write one page (Times Roman, 12 pt., double space, 1 in. margins) on each of them. How did they affect you? What decisions did you make because of them? How has their influence changed your life? What would you do differently than they did? etc.

**Counselor/Teacher Interview: (Due 7/29/14)**
Interview a Counselor, Teacher, or Administrator. Discuss with them the Consultation process. When does it work well? When is it bad? What is the best story they have in regards to a consultation? Write one page (Times Roman, 12 pt., double space, 1 in. margins) on your interview.

**Final Group Presentation: (Due 8/6/15)**
You will create teams of 3-5 associates that have varied skills. I will give to your team a real-life scenario. With your team you will gather resources that can help with the situation, establish a plan to help the student or parent be successful, and present the plan to the class. The presentation will have the following parts:
1 Minute summarization of the problem.
5 Minutes for what you would like to say, but shouldn’t (it is important to recognize this)
10 Minutes for the presentation of the plan.
5 Minutes for discussion
This presentation will be made on August 6th in class.

**Soft Skills Video Assignment: (Due 7/16/15)**
Watch 10 of the 23 available Videos found at www.youtube.com/user/wasatchfrontCTE
Answer the questions on the worksheet on each Video

**What are my Biases: (Due 7/16/15)**
*This Paper is not turned in.*
You will write a 1 page paper (Times Roman, 12 pt., double space, 1 in. margins) on your own personal biases. How do you see the world? Do you treat people differently based on gender, race, age, looks, etc. Then answer the question; How can I adjust to compensate for these biases? Send me an email when you have completed this assignment.

**PTA Compare Contrast paper: (Due 7/16/15)**
Read the 2 papers from the PTA provided or found at http://www.utahpta.org/education-section
Are they compatible? Are they realistic? Write one page (Times Roman, 12 pt., double space, 1 in. margins) on your thoughts.

**Consultation Process Paper #1 & #2: (Due 7/23/15 & 8/13/15)**
Think about times that you have been involved in a Consultation process (work, family, ecclesiastical, school, etc.) How did it go?
Write a 1 page (Times Roman, 12 pt., double space, 1 in. margins) paper on what learned during the process and what you would change. Did you learn something new? How could it have been improved? What could you do better? There are 2 Consultation Process papers due. They need to be written on separate experiences.

What is RTI? (Due 7/23/15)
Write one page (Times Roman, 12 pt., double space, 1 in. margins) on what RTI is, how it is changing schools, and how it will affect your future.

John Hattie Paper (Due 7/23/15)
John Hattie did landmark research on what works in Education. Write a 3 page paper (Times Roman, 12 pt., double space, 1 in. margins) on his research and how it applies to you as a counselor. Please focus your paper specifically on Hattie’s effect size and the results you find interesting. Please site your references.

Finding Help in the Community? (Due 8/6/15)
Where would you find Community Resources? What is available for students and schools? Write a 1 page (Times Roman, 12 pt., double space, 1 in. margins) paper on where you would go to find help.

Social Norms Experiment: (Due 8/6/15)
Break 3 Social Norms. Write 1 paragraph on each experience.

Or
Write a 2 page (Times Roman, 12 pt., double space, 1 in. margins) paper on Social Norms in the Community, their place and purpose as well as the downfalls of social norms.

What I Learned from Carnegie: (Due 8/13/15)
As a group, present what you learned about in Carnegie and how it can be applied to us today. Groups can no bigger than 5. You will present IN-Class on August 5. Presentation will be for no more than 10 minutes. This must be an engaging presentation. Make it Memorable.

Tests
You will be given a test on 7/23/15 to take home and complete by 7/27/15. Test #1 covers weeks 1-4.
The final will be comprehensive for the course and will be given in-class 8/13/15. Review guides/discussions will be made available.